SEN Information Document

Michaela Community School

Approved by:	Chidi Amadi - Chair of Governors Signed:
Last reviewed on:	1st September 2023
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1. **What kinds of Special Educational Needs (SEN) do we provide for at Michaela?**

We are a non-selective, co-educational school in the London borough of Brent. We believe that all children, regardless of need, can be successful academically if they are provided with adequate support. We cater for pupils with a range of SEN including (but not limited to) those identified as having:

- MLD (Moderate Learning Difficulties)
- SpLCD (Speech, Language and Communication Difficulties)
- BESD (Behavioural, Emotional and Social Difficulties)
- ASD (Autistic Spectrum Disorders)
- Dyslexia

2. **What are our objectives for SEN pupils?**

What we want for our SEN pupils is simple:

- **100% of pupils read at chronological age or above.**
- **100% of pupils master at least 80% of subject content.**

Our entire system of support is orientated around these objectives. Every intervention that we make will help to ensure that every child meets these standards. It is our belief that if children achieve these objectives that they will have the skills and knowledge they need to compete with their peers within school and beyond.

3. **How do we identify and assess pupils with SEN?**

All pupils are screened at the beginning of year 7. The assessments provide us with robust data about each child's current ability in reading, writing and numeracy. This information will build on the information received from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Children highlighted making slow progress or having low attainment are given further testing to ascertain precisely where support is needed. For example, this may include decoding screening or dyslexia screening.

Children who are below the expected level in English and mathematics are not automatically identified as having SEN, but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

4. **How do we know our provision for pupils with special educational needs is effective?**

We assess and monitor progress towards achieving our objectives in the following ways:

Objective	Assessment and Monitoring
100% of pupils read at chronological age or above.	• Biannual reading age testing (New Group Reading Test) • Half-termly vocabulary test (in-house) • Half-termly decoding test (Ruth Miskin Fresh Start)
100% of pupils master at least 80% of subject content	• Annual nationally standardised testing (Progress in English, Progress in Maths) • Weekly quizzes (in-house) • Biannual subject testing (in-house) • Half-termly subject intervention cycle

5. How do we use assessment data?

The results from our baseline, weekly, half-termly, biannual and annual assessments inform teaching and learning strategies, grouping and intervention.

- **Baseline** assessments and **annual** assessments inform pupil grouping and differentiation.
- Half-termly **decoding** and **vocabulary** assessments inform reading intervention programmes.
- Weekly **quizzes** inform half-termly intervention cycles; pupils mastering less than 80% of content receive additional support as appropriate, with English and maths taking priority.

Teachers regularly update the Director of Inclusion on qualitative aspects of learning, such as focus in class, quality of written accuracy, quality of responses to questioning, behaviour, emotional state, and motivation. This information is used to determine whether pupils require additional support in any of these areas.

6. How do we teach pupils with SEN?

High quality teaching is our first step in responding to all pupils, particularly those who have been identified as having SEN. Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Pupils with SEN benefit enormously from these approaches, as the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, pupils with SEN benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to utilise three mechanisms for maximising learning for pupils with special educational needs.

- Before lessons, teachers **pre-empt** misconceptions and areas individuals are likely to find difficult.
- During lessons, teachers provide pupils with **a series of examples and non-examples** to clarify and solidify concepts and processes.
- During lessons, teachers support pupils to remember content through consistent use of **practice drills**

The Director of Inclusion coordinates support within the school and gives advice and recommends strategies to teachers and support staff. Teachers make use of robust in class assessment to ascertain the extent of pupils' understanding. Teachers will produce seating plans that enable them to monitor pupils with slower processing speeds and low literacy levels and feed back to the Head of Department and Director of Inclusion as appropriate.

7. How do we adapt the curriculum for pupils with SEN?

Pupils identified requiring additional support during baseline testing are placed in our lower stream. These pupils receive the majority of the curriculum content taught to those in other streams, but teachers build in more time for practice and consolidation to support memorisation. If pupils fail to master content in weekly quizzes, they receive additional support in intervention time.

8. How do we adapt the learning environment for pupils with SEN?

The school building is fully accessible. The school has one lifts to make every floor accessible to all pupils.

If required, we work closely with outside agencies to provide specialist equipment and advice for those pupils that need it, for example a hearing transmitter and receiver system for a pupil with sensory impairment. The school has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. A qualified assessor conducts further tests in order to provide the necessary evidence for JCQ in Key Stage 4. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe.

9. How are pupils with SEN included in activities outside of the classroom?

There are a number of school trips throughout the year. The trips are usually linked to specific subjects. Pupils with SEN are able to access the trips if they are studying the curriculum subject that it is linked to. All of our extra-curricular activities are available to all of our pupils.

10. What additional support is available for pupils with SEN?

Meeting the needs of pupils with SEN is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and to systematically and thoroughly review the progress each pupil is making during lessons and over time.
The Director of Inclusion, Senior Leadership Team (SLT), and governing body review and monitor progress of pupils with SEN. The Director of Inclusion oversees the implementation of interventions.

Every pupil completes a mastery quiz in every subject every week. This provides the teacher with clear visibility of pupils' understanding of their subjects. Pupils identified as achieving less than 80% in mastery quizzes receive additional support each week. This can accumulate to up to two hours of additional learning time each week. These sessions are led by teachers and are focused on the key areas of weakness highlighted by mastery quizzes.

Pupils with greater difficulties receive further support if necessary. This is tailored to each pupil, but may include:

- Additional one to one or small group literacy and numeracy support
- Read Write inc. Fresh Start
- Read Write inc. Spelling
- Additional small group support sessions after school to support literacy (both reading and writing)
- Small group communication classes for pupils with language communication difficulties
- Support from external providers, such as Brent Outreach Autism Team (BOAT), Educational Psychologist and Children and Adult Mental Health Services (CAMHS)

Where necessary, Individual Educational Plans (IEPs) are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual pupils' needs.

11. What support is there for improving emotional and social development of pupils with SEN?

We have a team of teachers and support staff looking after the wellbeing of all of our pupils. The responsibility for the emotional and social welfare of every pupil in a year group is overseen by the Head of Year. This includes the monitoring of social interactions amongst all pupils, particularly those with SEN, to prevent bullying. The Head of Year listens to the views of pupils with SEN and, if appropriate, organises additional pastoral support arrangements to ensure their emotional and social wellbeing. Therefore, the Head of Year would be the parents' first point of contact. If further support is required, the Head of Year liaises with the Director of Inclusion who may arrange for an additional level of support to be provided by a Key Worker. Further advice and support may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services.

12. How do we consult parents and young people?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents are encouraged to contact their child's Head of Year if they are concerned that their child is experiencing a significantly greater difficulty in learning than their peers. If the Head of Year feels it

is appropriate, they can then discuss these concerns with the Director of Inclusion who will then make contact with the family.

The Director of Inclusion will consult with the pupil and their parents regarding IEPs. Progress of pupils with an Educational Health Care Plan (EHCP) is monitored by the Director of Inclusion, who feeds back and reviews progress in consultation with parents on a regular basis. Annually, the Director of Inclusion meets with the families of pupils with an EHCP and external providers to discuss how the pupil is progressing and ensure that the EHCP is kept up to date.

13. How can I let the school know that I am concerned about my child's progress in school?

Parents should contact their child's Head of Year if they are concerned that their child is not making sufficient progress. If the Head of Year feels it is appropriate, they can then discuss these concerns with the Director of Inclusion who will then make contact with the family. Further concerns can be raised with the SLT. If your concerns are not dealt with satisfactorily, you can then contact the Headmistress who may direct you to the Complaints Policy.

14. How do we support pupils who are moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Annually, for pupils with an EHCP, the Director of Inclusion meets with families and external providers to discuss how the school can support in achieving future life aspirations. When pupils progress into year 9 and beyond, each year there are conversations about supporting the pupil to progress towards adulthood. The pupil is provided with careers guidance, helping them to identify a career pathway and potential post-16 education settings or courses that will support in achieving this.

15. Where can I find information about the Local Authority's local offer?

Brent's local offer is available at www.brent.gov.uk/localoffer

Parents are welcome make an appointment with the Director of Inclusion for support to gain the information they require.

16. Where can I find more information about SEN in the local area?

The SENCO at Michaela Community School is Katie Ashford

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